DOCUMENT RESUME

ED 315 932 EC 222 044

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TITLE Transition Planning. Revised.
INSTITUTION California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE 88
NOTE 43p.; Revision by Lynn Carlisle and Pat Lesniak. For related documents, see EC 222 038-052.
AVAILABLE FROM Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($7.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adults; *Delivery Systems; *Disabilities; *Education Work Relationship; Individualized Education Programs; *Parent Participation; *Parent School Relationship; Secondary Education; Services; *Transitional Programs

ABSTRACT

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilties; focus is on transition planning. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours and has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) become familiar with the terms and definitions related to the transition process, (2) identify parents' roles and responsibilities in the transition process, (3) examine local adult service delivery systems, (4) recognize the need for interagency collaboration in successful transition planning, and (5) develop an awareness of the need to include transition elements in the Individualized Education Program. A bibliography identifies eight books, magazines, or other resources. (DB)

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TRANSITION PLANNING

California State Department of Education
Bill Honig, Superintendent of Public Instruction
Sacramento, CA, 1988

EC220044

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California State Department of Education,
Special Education Division
Program, Curriculum and Training Unit

Presents a Module on:

Transition Planning

Prepared by:

Beverly Doyle

Marsha West-Tackett

Revised and Edited by:

Lynn Carlisle

Pat Lesniak

1988

This module, as well as thirteen others, were produced under the direction of Karl E. Murray and Susan Westaby of the Program, Curriculum and Training Unit, Special Education Division, CA State Department of Education. The modules are being field-tested throughout 1988. During this field-test stage, they are available by sending $ 5.00 for each module (includes tax and mailing) to: Parent Training Modules, CA State Department of Education, P.O. Box 944272 - Room 621B, Sacramento, CA 94244-2720. Make checks payable to Parent Training Modules.

INTRODUCTION

The Parent/Professional Training Modules have been developed to serve as a core set of training resources for trainers to use primarily with groups of parents. Some of the trainings were designed specifically for combined groups of parents and professionals, and all the trainings can be adapted for use with parents or professionals as separate or combined audiences. The training modules in the series focus on content and activities that build skills and offer resources to promote parent-professional collaboration to ensure quality education for all students with disabilities. There are fourteen training modules in this series:

Parent Professional Collaboration
Parental Involvement
Stress and Support in the Family
Coping with Loss and Change
Parent Support Groups
An Effective Community Advisory Committee
Community Advisory Committee Leadership Training
Communication Skills
The Individualized Education Program: Rights and Responsibilities
Placement in the Least Restrictive Environment
Training for Professionals Working with Families
Parent Professional Collaboration in Planning for Employment
Transition Planning
Interagency Collaboration: The Parents' Role

Each training module has eight sections:

Flyer
Topic Narrative
Overview
Trainer Agenda
Activities
Summary
Bibliography
Evaluation

Within each of these sections there are these materials:

Flyer - The Flyer highlights what participants can expect to learn by attending the training. It can be personalized for each training by adding date, time, and location in the appropriate spaces.

Topic Narrative -- The Topic Narrative contains content information specifically for the trainer. Trainers use the information to enhance their knowledge and understanding of the subject matter of the training module.

Overview -- The Overview contains the goals and objectives for the module; and the content and presentation strategy for each activity contained within the module.

Trainer Agenda -- The Trainer Agenda contains details of trainer and participant activities, materials and media. It is a suggested agenda that trainers can personalize to fit their style and the specific needs of the participants. A few modules that deal with sensitive or difficult content have Trainer Tips included in the Agenda section.

Summary -- The Summary contains highlights of all the content information presented in activities within the training. The Summary was designed to provide information to prospective participants and to workshop planners.

Bibliography -- The Bibliography contains the names of books, magazines and other resources that were used as references in developing the training modules and may serve as a list of suggested reading materials for trainers as well as participants.

Evaluation -- The Evaluation contains questions that directly assess the objectives of the module as well as some general questions to evaluate the usefulness of materials and trainer effectiveness.

The Parent/Professional Training Modules have been designed to be a flexible and expandable resource for trainers of parents and professionals. It can be housed in binders or in file folders and rearranged as needed. Trainers are urged to add articles, resources and other materials that will make each training reflect their individual style and meet the needs of the participants.

HOW TO USE THESE TRAINING MODULES

Conduct a Needs Assessment:

Gather as much information as you can about the groups that you will be working with. The following types of questions may help:

Does the group meet regularly or is it assembled specifically for the purpose of this training?

What does the group want to accomplish? Does it have a stated goal? Are there a set of outcomes that the group wants to achieve?

Who is involved in the group (agencies and organizations)?

If the group is an ongoing group, how is the group organized? (officers, executive committee, standing committees, task groups, etc.)

What has the group already done? What training has the group already received?

What is the group working on now?

How does the group get things done?

Has the group conducted a needs assessment to determine the group's need for training and the training topics of interest?

Plan the Training

Typically, this is a dialogue between the trainer and the client. Often, the client will have a specific topic or activity in mind. Sometimes additional topics will be suggested during the needs assessment process when the trainer probes to get more information. The trainer can share a list of module topics and/or several module summaries to aid the client in selection of a topic(s) from the series.

Select the Training Module

The Parent/Professional Training Modules offer a wide selection of topics and activities. The trainer can select the module that deals with the topic chosen by the client.

Review the Training Module

The module provides the core activities and a suggested trainer agenda. The trainer can adjust both to reflect their individual style and the needs of the client.

Identify Additional Resource Materials

The trainer can add articles, resources, and other materials to the core training module. Often a trainer will introduce local resources or pertinent sample materials.

Deliver the Training

The Parent/Professional Training Modules are best delivered by a training team of a parent and a professional. Collaboration is modeled by the team as each member of the team displays unique perspectives, abilities and knowledge as they enhance each others presentation styles.

Evaluate the Training

Evaluation is an essential element of any training. Each module includes an evaluation that assesses the specific objectives of the module and the usefulness of materials. These evaluations can assist the trainer in refining the module content and modifying presentation style, if needed.

"Follow-Up" the Training

It is a good practice to follow-up any training with a personal visit, letter, or a phone call. The trainer may wish to keep a list of names, addresses, and phone numbers of participants to facilitate follow-up. The follow-up usually consists of discussion about how the training may have impacted the client's personal or professional life. Clients may express the desire for further training and/or materials and resources.

Transition Planning

(For All Interested and Involved Parents)

You, as a participant, will learn about:

- terms and definitions related to the transition process
- roles and responsibilities of parents in transition planning
- adult service delivery systems
- the importance of interagency collaboration in successful transition planning
- the need to include transition elements in the IEP process.

Day and Date:

Time:

Location:

For More Information, Call:

Please Come

Transition Planning

Topic Narrative

At the same time that our society is beginning to recognize the value of a quality, productive adult life for all individuals, including those with disabilities, large numbers of students are dropping out, aging out, or graduating without the skills they need to function successfully in the adult world. With the implementation of Public Law 94-142, the Education of All Handicapped Children Act, came expectations that special education would ensure that individuals with exceptional needs would become independent, productive adults. Yet many high school dropouts are students with disabilities and 50-80% of the adult disabled population is unemployed or underemployed.

In an effort to address the problems, both federal and state education agencies are focusing on the development of formal transition processes. Through Public Law 98-199, the Amendment to the Education of all Handicapped Children Act, special education's responsibilities related to the student's transition are extended two years beyond graduation. These include monitoring and evaluating student outcomes and analyzing the implications of this evaluation for other service providers if necessary. Grant monies are available under this act for models which relate education to employment. The California Department of Education, Special Education Division's five year plan (1985-1990) has as its mission: "to ensure a free, appropriate and quality education that prepares all students with exceptional needs for employment, citizenship, independent living and personal, academic and social growth". Transition, then, is defined as a "purposeful, organized and outcome oriented process designed to help 'at risk' students move from school to employment and a quality adult life.

For the transition process to be successful it must begin as early as possible, with individualized education plans that address areas such as self-help and social skill and career awareness. From that beginning, there needs to be a "purposeful progression of learning" (P. Dougan and S. Johnson, 1987) throughout students' school years. Educational programs must go beyond merely getting students ready for adult life and must provide opportunities for social activities with nondisabled peers and on-the-job training based in the community. Most importantly, the process must involve collaboration between the school, the home and the community. Adult service agencies and providers each have different objectives and eligibility requirements. Lack of coordination among the agencies, providers, the young adults and their families can lead to duplication and/or lack of services, as well as to frustration and waste of money, energy and lives.

The end result of the transition process is not just employment. The "quality adult life" component of transition encompasses social and recreational activities, independent living and continued personal growth, including post secondary educational opportunities. All of these facets must reflect the personal values of the individuals and their families, as well as the individuals' interests and abilities. Transition, therefore, must encourage parents to see themselves as valuable members of the transition team.

Parents are critical players in the transition process. As noted in the Western Regional Resource Center's (WRRC) update on Parent/Professional Partnerships, (April, 1985), "Transition is important to parents and parents are important to transition... Prior to social programs such as Social Security and Supplemental Security Insurance and the development of special education, it was the family's sole responsibility to provide for their child with disabilities, no matter what his or her age. Finding a job for their son or daughter usually depended on the family as well. Today, special education, vocational rehabilitation, mental health divisions and other governmental agencies all serve to ameliorate the burdens which historically had been the parents' sole responsibility. It is important to parents that these services be accessible and that planning for adult living begin early." On the other hand, "Parents retain the greatest impact on the direction of their child's future ... Ultimately, it is the parent who has the lifelong commitment to the child". That commitment does not end when the young adult is successfully employed or enrolled in a post secondary education program. It extends to making critical legal, financial, and ethical lifelong planning decisions which will enhance the quality of life for the family member with disabilities. Therefore, it is essential that parents receive the information and/or training necessary to enable them to be effective participants in the decision making process.

Overview

The goal of this module is to understand the key issues related to planning for successful transition.

Objectives

1. Become familiar with the terms and definitions related to the transition process.
2. Identify parents' roles and responsibilities in the transition process.
3. Examine local adult service delivery systems.
4. Recognize the need for interagency collaboration in successful transition planning.
5. Develop an awareness of the need to include transition elements in the IEP.

Objective Number	Suggested Minutes	Content	Presentation Strategy
	10	Introductions, Objectives and Agenda Review	
Overall Goal	15	Quality of Life	Individual Activity and Large Group Discussion
1	15	Defining Transition	Lecturette
2	15	Role of Parents in Transition	Lecturette
3	15	Possible Local Resources	Large Group Activity
	10	Break	
4	15	Interagency Collaboration	Lecturette and Large Group Discussion
5	30	Planning for Transition	Small Group Activity and Large Group Discussion
1-5	15	What Next?	Large Group Activity
	10	Conclusion and Evaluation	
	150		

Suggested Trainer Agenda

WORKSHOP TITLE: Transition Planning

DATE: _____ PAGE: 1

PRESENTERS: _____

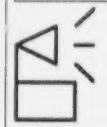
CLIENT: _____

GOAL: To understand the key issues related to planning for successful transition.

OBJECTIVES:
1. Become familiar with the terms and definitions related to the transition process.
2. Identify parents' roles and responsibilities in the transition process.
3. Examine local adult service delivery systems.
4. Recognize need for interagency collaboration in successful transition planning.
5. Develop an awareness of the need to include transition elements in the IEP.

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS MEDIA
10 minutes		Welcome Introductions Objectives and Agenda Review Display Objectives and Agenda on Chart Paper	Listen	Chart Paper, Pens, Tape Chart of Objectives and Agenda
15 minutes		<u>Quality of Life</u> Activity/Handout/Overhead 1 Individual Activity and Large Group Discussion Distribute Handout 1 Prior to examining those issues of concern for persons with disabilities, we need to look at what we mean by a quality adult life. There are many components which comprise an adult's life, regardless of the presence of disabilities. Each area contributes to the quality of our lives as adults.		Handout 1

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		Instruct participants to read each question on page 2 of Handout 1 and record their answers on the wheel on page 1. Point out that each question corresponds to a segment of the wheel. Allow 5 minutes for this portion of the activity.	Read questions and write answers on Quality of Life Wheel	 Overhead 1
		Display Overhead 1 (If overhead projector is not available draw "Quality of Life" circle on chart paper.)		Overhead Projector, Screen, Marker
		Ask participants to share responses. Trainer records responses on Overhead 1. Complete each segment before moving on to the next.	Share responses	
15 minutes		<u>Defining Transition</u> Activity/Handout 2A and 2B Lecturette Distribute Handout 2A and 2B		Handout 2A and 2B
		In the last few years, people have become aware that individuals with disabilities do not always have equal access to all segments of a quality adult life. All too often, students reach adulthood still lacking the skills needed to enable them to lead a full and productive adult life. As a result, society has recognized the need for a formal transition process.	Listen	
		Discuss briefly the key points of the California State Department of Education Definition of Transition and the state and federal legislative acts that pertain to the successful transition of individuals with disabilities.		
15 minutes		<u>The Role of Parents in Transition</u> Activity/Handout 3 Lecturette Distribute Activity/Handout 3	Listen	Handout 3
		Many of the things parents do with their children at home and in the community are very important to successful transition. For example,		

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		encouraging appropriate behavior and personal hygiene are critical skills to have in the adult world. Handout 3 includes suggestions specific to readiness for employment. Review handout with participants.		
15 minutes		<u>Possible Local Resources</u> Activity/Handout 4 Large Group Activity The purpose of this activity is to assist parents in identifying possible local resources. The availability of services may vary from place to place. The funding patterns and application procedures can vary significantly according to geographical location and the individual's needs. (Note to Trainer: Be cautious about discussing specific eligibility criteria of services available. If questions arise, suggest that participants address them to specific agencies. You may choose to provide a list of local resources with addresses and phone numbers in place of Handout 4.)		Chart paper
		Ask participants to identify adult service providers of which they are aware. Trainer will record responses on chart paper. Distribute Handout 4. Point out any service providers which the group has not identified. Encourage participants to add resources that were identified but may not already be on the list.	Identify known adult service providers	Handout 4
10 minutes		Break		
15 minutes		<u>Interagency Collaboration</u> Activity/Handout 5 Lecturette and Large Group Discussion Distribute Handout 5	Listen Ask questions Discuss	Handout 5

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		The purpose of this activity is to introduce parents to some issues surrounding interagency collaboration and transition planning. Highlight three transition elements: (1) the sending agency, (2) the receiving agency, and (3) the hand-off. Discuss six hand-off issues. Relate Handout 5 to previous activity where possible local resources were identified. Lead discussion around the question: "Why is interagency collaboration important to successful transition?"		
30 minutes		<u>Planning for Transition</u> Activity/Handout 6A, 6B, 6C, and 6D or 6E Small Group Activity and Large Group Discussion Distribute Handouts 6A, 6B, 6C, and either 6D or 6E (Note to Trainer: Choose either Handout 6D relating to students with more severe disabilities, or Handout 6E relating to students with milder disabilities, based on disabilities represented by participants)		Handouts 6A, 6B, 6C, and either 6D or 6E
		Review Handout 6A, emphasizing the value of early planning and the inclusion of adult service providers in the planning process, as noted in the previous activities. Emphasize the importance of focusing on the student's individual interests and abilities.	Listen	
		Review Handouts 6B and 6C, highlight some sample goals and transition planning areas.	Listen	
		Divide participants into four small groups. Assign each group to one of the four major instructional domains (vocational,recreation/leisure,daily living,or community functioning). Instruct them to designate one person in each group to be the recorder/reporter for that group. Instruct participants to review the Case Study.(Handout 6D or E) and develop one short term goal statement relating to the assigned instructional domain for the student. Allow approximately 10 minutes for this task. Then, ask each group's reporter to share their goal statements with the large group, identifying the reasoning that supported their ideas.	Divide into small groups. Identify recorder/reporter. Develop goal statement. Share	

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		Participants should indicate who will implement the goal and how the family can support that implementation.		
15 minutes		What Next?		
		Closing Activity Large Group Activity		
		Ask each participant to share with the group one transition planning area they want to focus on for their child or student (if participant is a teacher).	Share area of interest with group	
10 minutes		Conclusion		
		Restate objectives. Thank participants. Complete Evaluation/Handout 7.	Complete Evaluation	Handout 7

Transition Planning
Activity/Handout 1,Page 1
Individual Activity and
Large Group Discussion
15 minutes

Quality of Life

Quality of Life

Questions

WHERE DO YOU GO AND HOW?	Where do you go in a month?
	By what means do you get there?
WHAT DO YOU HAVE?	What do you have that gives your life value?
WITH WHOM DO YOU TALK?	With whom do you interact in a month?
	To whom do you turn if you need help?
LIST CHOICES YOU MAKE.	List some of the choices you make in a month?
WHAT DO YOU DO?	What do you do that helps you grow and develop?
FUTURE DESIRES? SECURITY?	What do you desire for yourself for the future?
	When you think of your future, what helps you feel secure?

Adapted from the *1985 Vermont vtm manual* by the Special Education Resource Network Transition Task Force, May 1986.

Transition Planning
Activity/Handout 2A
Lecturette
15 minutes

California Department of Education
Definition of Transition

Transition is a purposeful, organized and outcome-oriented process designed to help "at risk" students move from school to employment and a quality adult life.

> Expected student outcomes in a successful transition include meaningful employment, further education and participation in the community (e.g. living arrangements, social activities, recreational activities, on-going systems to provide a broad array of services and activities to help the student move to a successful adult life).
>
> The California educational system is responsible for providing quality educational opportunities and for coordinating with other service delivery systems to provide a broad array of services and activities to help the student move to a successful adult life.

"At risk" students are those who experience barriers to successful completion of school including individuals with exceptional needs.

Successful transition has several components:

TRANSITION FOUNDATION: The foundation provides the opportunity for students to gain the skills necessary for successful involvement in employment and adult life. The foundation is laid as soon as special needs are identified and continues until the student completes movement from school to work and adult life. This could occur as early as one or two months of age and continue through age 21.

TRANSITION PROCESS: The transition process begins by age 14 or the ninth grade. It involves the student, the family, key education, adult service and other providers working together to assess needs, plan and implement education, training and other activities.

Planning is a critical part of the transition process. A written plan is developed and implemented for each student no later than age 14 or the ninth grade. Planning is a joint effort involving the student, the family, education personnel, adult service and other providers.

TRANSITION CULMINATION: The transition culmination refers to the span of time encompassing: a) the last two years of secondary school, b) the point of separation from school, and c) the two years following separation. During this time, responsibility for transition management shifts from the educational system to the student, the family and/or the adult service delivery system. During this period the student engages in activities related to life in the community.

TRANSITION FOLLOW-UP: The California educational system will be responsible for evaluating outcomes for "at risk" students for two years after movement into employment, further education and community life. Specific responsibilities include: monitoring and evaluating student outcomes; analyzing the implications of this evaluation for transition programs; and referring students and/or their families to other service providers if necessary.

4/29/87

Defining Transition - Legislation

Highlighted below are some key federal and California legislative acts and those sections that pertain to the successful transitioning of individuals with special needs from secondary education to the world of work and the community.

Special Education

Federal

PUBLIC LAW 94-142. THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 requires that public schools provide free, appropriate, public education for students with disabilities between the ages of three and twenty-one. This includes special education, related services, regular education and specially designed vocational education, if appropriate. Vocational education is included in the definition of special education if it consists of specially designed instruction to meet the unique needs of a student with a disability. Public Law 94-142 defines vocational education as:

> "... organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

PUBLIC LAW 98-199 (1983) contains amendments to The Education For All Handicapped Children Act. The law provides grant competitions for secondary education and transition services for youth with disabilities between ages 12 and 21.

California

CALIFORNIA EDUCATION CODE, PART 30

Assessment - Chapter 4, Article 2, Section 56320 (f)
The pupil is assessed in all areas related to the suspected disability including, where appropriate, career and vocational abilities and interests.

Individualized Education Program (IEP) Vocational Component - Chapter 4, Article 3, Section 56345 (b)
When appropriate, the individualized education program shall also include, but not be limited to, all of the following:

> Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age.

Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age, who require differential proficiency standards pursuant to Section 51215.

Resource Specialist Duties - Chapter 4, Article 4, Section 56362 (a)
The resource specialist program shall provide, but not be limited to, all of the following:

Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

Designated Instruction and Services - Chapter 4, Article 4, Section 56362(a)
These services may include, but are not limited to, the following:
Specially designed vocational education and career development.

Vocational Education and Career Development

Federal

PUBLIC LAW 98-524, THE CARL D . PERKINS VOCATIONAL EDUCATION ACT OF 1984 mandates that every student with disabilities and his/her parents be informed of vocational education opportunities available in school one year before such services are provided, but no later than the beginning of ninth grade. P.L. 98-524 emphasizes that students with disabilities must have equal access to vocational education services when appropriate, as indicated in the IEP. Services may include:

- vocational assessment
- special services with adapted curriculum to meet needs
- guidance counseling and career development
- staff and counseling services to facilitate transition

California

CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, SECTION 3051.14, SPECIALLY DESIGNED VOCATIONAL EDUCATION AND CAREER DEVELOPMENT states that specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

- providing prevocational programs and assessing work-related skills, interests, aptitudes and attitudes
- coordinating and modifying the regular vocational education program for an individual with exceptional needs
- assisting individuals to develop attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community
- establishing work training programs within the school and community
- assisting in job placement
- instructing job trainers and employers as to the unique needs of the individuals
- maintaining regular scheduled contact with all work stations and job-site trainers
- coordinating services with the Department of Rehabilitation and other agencies as designated in the individualized education program.

Employment

Federal

PUBLIC LAW 97-300, JOB TRAINING PARTNERSHIP ACT (JTPA) OF 1982
States receive money for job training and disburse it through private industry councils (PICs) in each service delivery area (SDAs). These private industry councils review job market information and select and establish training programs for target youth and other adult groups.

Persons with disabilities are included in the "special needs group" as identified by the Governor's Job Training Council. These persons may receive the same job training services offered to any eligible participant of a job training program. JTPA training services include remedial education, classroom instruction, vocational counseling, temporary work experience, on-the-job training, job upgrading and retraining, job search assistance and job placement.

Adapted from: *Laws and regulations: Career / vocational education for handicapped students.* Compiled by Caryl Miller, Orange County Department of Education, 1986.

Transition Planning
Activity/Handout 3
Lecturette
15 minutes

The Role of Parents in Transition

Parents, other family members, and care providers of students with exceptional needs have the right and responsibility to participate in the transition process. When parents engage in their child's school program from the preschool through secondary years, they are likely to continue to be involved in the adult years. Furthermore, when their children have participated in integrated school and community vocational training experiences, they come with set expectations for nonsheltered work in adulthood. Parents often need to be educated and counseled in the changing role of their child from a student to a worker. Both parents and youth with disabilities should be made aware of self-advocacy principles which relate to transition and adult living. One way to influence parent's expectations about their child's work capability is to have them visit their child at a community work site. Conversely, educators should be sensitive to the concerns parents have about their child in employment and other public settings. While parents may be satisfied with their child's participation in nonsheltered work, they may be equally concerned with health matters and the physical appearance of their child in public. For example, is the youth well groomed so that he will not appear silly and be stigmatized by members of the community. Here are some other suggestions for parent involvement in transition and how educators can facilitate that involvement:

ensure that career education and vocational training are part of the IEP; encourage student and/or parent involvement in the IEP process

provide opportunities for a son or daughter to learn responsibility over a period of time, to learn consistency and follow-through, and to become self-directed

see to it that the curricula assure practice, at home and in the community, in skills related to social behavior, grooming, handling of money, completion of chores, and other activities that promote independence

provide appropriate integration of handicapped students with nonhandicapped students; parents should visit and learn about the types of social interactions that occur at school and at work; in turn, parents should initiate social integration for their child in community

educate parents about employment alternatives that are available to their son or daughter in the local community and those that should be available

show parents what they can do at home to promote the employability of their son or daughter

make sure that the school makes efforts to provide job training in community-based sites

provide parents with information about model employment projects and programs throughout the state and region

orient families to community agencies, services and organizations, explaining responsibilities of each and how to access them

provide parents with information about how employment will affect Supplemental Social Security Income (SSI) and Social Security Disability Insurance (SSDI)

involve parents in the design and implementation of a written, formal transition plan for employment and community living during their child's secondary school years.

Taken from: *Transition summary*, National Information Center for Handicapped Children and Youth (NICHCY), October, 1986.

Transition Planning
Activity/Handout 4
Large Group Activity
15 minutes

Possible Local Resources*

Special Education
Vocational Education
Adult Education
Community College
Regional Center
Department of Rehabilitation
Department of Social Services
Department of Mental Health
Employment Development Department
Social Security Administration
MediCal
Independent Living Centers
Department of Parks and Recreation
Private Agencies (e.g. Easter Seals, March of Dimes, etc.)
Service Clubs (e.g. Elks Club, Lions Club, etc.)
Advocacy Organizations (e.g. Area Boards, etc.)
Legal Service Providers
Others: _____

_____

_____

* Funding patterns, eligibility criteria and application procedures can vary significantly according to geographical location and individuals' needs.

Transition Planning
Activity/Handout 5,Page 1
Lecturette and Large
Group Discussion
15 minutes

Interagency Collaboration For Transition Planning

Interagency collaboration occurs when a group of professionals, families (parents) and service providers come together in order to share resources. During the process gaps in and duplications of services are often identified and covered, resulting in better services for individuals with disabilities.

As individuals "transition" from one agency to another as a function of income, age or change in status the collaborative process is put to the test. Perhaps the most important factor to consider in this coordination of services is that there is usually no overall plan for transition. Therefore, the transition process must be monitored.

Lets consider the transition for graduating special education students. Their transition involves preparation in the secondary school, support at the point of leaving school and securing of opportunities and services needed in adult life. It is therefore important to consider three transition elements: the sending agency, the actual "hand - off" process and the receiving agency.

The Sending Agency

The sending agency has primary responsibility for the student before transition. In the case of graduating special education students, the schools are the sending agency. When young handicapped children move from infant early intervention programs into public school programs, the early intervention agency is the sending agency. The sending agency can improve transitions by modifying the programs or treatments offered so that clients are better prepared for the new placements. For graduating special education students, this might mean adapting the high school vocational curriculum to reflect the needs of the labor market.

The Receiving Agency

A receiving agency will take over primary service responsibility for a client from another agency. The schools are a receiving agency for young handicapped children who are moving on from early intervention services. Receiving agencies can improve transition for clients by modifying programs and services to build upon the client's previous program. For example, the array of post-school vocational programs can be expanded to include options that promote community integration. Frequently, agencies serve as both receivers and senders for different clients at different times.

The Hand-off

The "hand-off" involves the process and procedures that are used to move the student or client from one agency to another. Hand-off includes planning for the new placement, communicating with parents, exchanging records, choosing a new placement and many other activities associated with the transfer of clients. Planning and accomplishing an effective hand-off may begin 2 or 3 years before the actual student transfer. In most cases the hand-off is a no-man's land because it is not the clear responsibility of either the sending or receiving agency.

There are six issues in the hand - off process that need to be addressed to facilitate the transition process. They are essentially issues that agencies must address in their interagency collaboration efforts.

Six Hand-Off Issues

1. Awareness. Sending and receiving agencies need to know about one another's programs. Providers are part of a complex system of services that our clients may use serially or concurrently.

Our clients' transitions will be greatly improved if we know what our companion agencies are doing. What services are offered? What are the staffing and facilities like? What is the philosophical approach? What type of program planning is used? In rural areas there may be only one or two agencies to investigate. In more densely populated, service-rich areas, there will be systems of agencies to investigate. On-site visits, inservice training, and written materials can be exchanged in order to promote awareness among programs.

2. Eligibility Criteria. Planning for new placements requires considering several possible destinations. Sending agencies need to have a rough understanding of eligibility criteria to make valid and realistic referrals. For instance, it would be foolish for schools to refer all of their special education graduates to an agency whose upper cut off is an IQ of 70 when only 20% of special education students have IQ scores below 70. Certainly, staff of one agency cannot be expected to make eligibility determinations for another agency; yet having a working knowledge of eligibility criteria of other programs in the community will greatly improve the sending agency staff's ability to identify realistic options.

3. Exchange of Information. In order to prepare for new clients before their arrival, receiving agencies need information about them. Names, service needs and history, and assessment results can be exchanged between agencies with parent permission. Exchanging this information before the transition can help to guarantee that the client is indeed eligible for referral to the receiving agency, allow the receiving agency to plan for the client, and ensure that information about the client which was gleaned in the previous placement can be put to use in the next environment. In ongoing consultation with receiving agencies, sending agency staff can identify criteria to be used in the future for selecting students about whom information should be exchanged.

4. Program Planning before Transition. Assuming that every client or student has a service history and a service future helps agencies to make transition planning a routine rather than random event. Preplacement planning can be accomplished jointly by sending and receiving agencies before transition, thus preventing a gap in service and promoting continuity. Piggy-backing on an existing planning process is a convenient preplacement strategy; for instance, when schools are the sending agency, receiving agency staff can attend the client's IEP meeting. Most other agencies have a similar process that can be modified for joint planning.

5. Feedback after Transition. Receiving feedback about what happened to a former student or client serves many purposes for the sending agency. Information on client outcomes in new environments provides important data for program evaluation and alteration. If a school staff discovered that none of their special education graduates found employment, they might want to re-evaluate their employment preparation programs. Follow-up information can be collected in a number of ways. Schools can survey former students or their parents by telephone or mail.

6. Written Procedures. Formal procedures are needed to ensure that important transition hand-off activities take place. Even single events such as an exchange of pertinent information between agencies need to be systemized lest they be neglected. Part of this process is documentation. Formal written procedures improve client transitions into new services in a number of ways. When procedures are in writing, they are not easily overlooked or forgotten. A particular staff member may know unwritten procedures well, but when this person leaves the agency the procedures are lost. Written procedures are easier to evaluate and modify. Written procedures document responsibilities and provide a vehicle for negotiations between agencies.

The role of parents in this process is key. In many cases they may play the role of the "transition manager". Transition must be planned for and parents may have to initiate planning and communication with other agencies as they maneuver through the maze of service agencies.

Adapted from the article: *Maneuvering through the maze: Transition planning for human service agency clients.* Taken from the Special Education Resource Network Adult Transition Model: Transition Training Workshops and Materials, 1984.

Transition Planning
Activity/Handout 6A
Small Group Activity and
Large Group Discussion
30 minutes

Planning for Transition

Transition Elements in the IEP

Early planning for future adult career and living situations is important to a smooth, successful transition. Including transition-oriented goals in the IEP assists educators, other agency staff, and the students themselves to prepare for entry into the adult world. The development of such goals and specific objectives is similar to the development of educational goals and objectives.

In order to develop overall long-term goals for the individual student in the major applicable instructional domains (vocational, recreation/leisure, daily living, and community functioning), consider the following:

Assess what the student already knows and can do in relation to these goals.

Identify what the student still needs to learn to meet these goals.

Designate the agency person(s) responsible for implementation of these portions of the IEP.

Implement instructional programs in appropriate settings.

Monitor student progress and review at least annually.

Planning for Transition

Sample Transition Goal Statements

The transition goal may simply be to make a determination of the type of services the student will need, or it may be more detailed and prepare the student for specific activities in the next environment. Consider the following items when writing transition goals:

representation of the four major instructional areas: vocational, recreational/leisure, daily living, and community functioning

generalization of skills learned in the classroom or community to other environments

involvement of parents/guardians

active participation of both Local Education Agency and Adult Services agency staff

involvement of related services personnel

community-based instruction

plans that are longitudinal in nature

A "menu" of possible transition goals is included here. Inherent in the goal development is the identification of postsecondary needs and the assessment of skill deficits of the student. Each teacher will approach the instruction of students in these areas in a unique way. This strategy does not provide guidance for instruction, but is a reminder of the importance of providing relevant classroom experiences to students who will be entering Adult Services.

The following is a list of sample transition goals. These are presented as ideas to help you develop a transition goal for each student. These goals are attached to the Individualized Education Program.

the student will visit two types of facilities providing postschool vocational training or work experience; the student will discuss each facility with teacher or parents after the visits

the student will visit two types of residential facilities; the student will discuss each facility with teacher or parents after the visits

the student will increase the number of hours spent in a community job placement from 3 hours per week to 12 hours per week

the student will be placed in a sheltered workshop for 3 hours per day for 1 month; the student will explore each appropriate job in the workshop

the student will spend one weekend each in a group home and a tenant supported apartment

the student will demonstrate correct procedures to use in three emergency situations: a fire, a break-in, and a medical problem

the student will demonstrate the correct action to take if accosted in an unfamiliar environment

the student will attend a talk by a Developmental Disabilities case manager describing services and programs; the student will discuss what he learned with the class

the student will talk with a former student describing his postschool experiences; the student will engage in a classroom discussion or share this information with his/her parent or teacher

the student will demonstrate the proper use of a stove, a dishwasher, a refrigerator, a washer , and a dryer

the student will use public transportation to get from a potential worksite to a potential home site

the student will visit two different community-based job placements; the student will discuss visits with peers, his/her parents of his/her teacher.

Adapted from: Horton, B., Maddox, M. and Edgar, E., *Adult transition model: Planning for postschool services*. Seattle, WA: University of Washington, 1985.

Planning for Transition - Areas

FINANCIAL/INCOME

- Earned Income
- Unearned Income (gifts/dividends)
- Insurance (life, annuities)
- General Public Assistance (H&W)
- Food Stamps
- Supplemental Security Income (SSI)
- Social Security Benefits
- Trust/Will or Similar Income
- Other Support

LIVING ARRANGEMENTS

- With Family
- Adult Foster Care
- Intermediate Care Facility for Mentally Retarded (ICF/MR)
- Shelter Care Group Home
- Semi-Independent living (supervised)
- Share Living (roommate)
- Independent Living (own house/ apartment)
- Other

LEISURE/RECREATION

- Specialized Recreation/Social Activities (Special Olympics, People First)
- Sports or Social Clubs (YMCA, Scouts, health clubs)
- Community Center Programs
- Community Colleges (craft classes, art, music)
- Hobby Clubs
- Independent Activities (e.g., bowling, tennis, etc.)
- Church groups

MEDICAL SERVICES/RESOURCES

- Medical Care: Intermittent Care, Daily (long-term) Care
- Medical Services: General Medical Services (check-ups, etc.), Medication Supervision, Dental Care
- Medical/Accident Insurance
- Financial Resources
  - Group Policy Available, Individual Policy, Medicaid, Other

VOCATIONAL TRAINING/PLACEMENT
POST SECONDARY EDUCATION

- On the Job Training (OJT)
- JobTraining Partnership Act (JTPA)
- Community Colleges/Universities
- Vocational Technical Centers
- Community Based Education & Training
- Competitive Employment
- Supported Work Models
- Volunteer Work
- Rehabilitation Facilities

PERSONAL MANAGEMENT

- Household Management
- Money Management
- Social Skills
- Hygiene Skills
- Personal Counseling/Therapy: Behavioral, Occupational, Physical, Speech/Language/Hearing, Vision Drug/Alcohol Abuse, Family Planning/ Sex Education
- Personal Care Services
- Safety
- Parenting skills

TRANSPORTATION

- Independent (Own car, bicycle, etc.)
- Public Transportation (bus, taxi, train)
- Specialized Transportation (wheelchair van)
- Specialized Equipment (electric wheelchair)
- Transportation

ADVOCACY/LEGAL SERVICES

- Guardianship/Conservatorship
- Wills/Trusts, Other

PERSONAL/FAMILY RELATIONSHIPS

- Counseling: Genetic, Family, Individual Marriage, Crisis
- Health Aide/Home Attendant
- Support Group
- Respite Care
- Tax Deduction for Developmentally Disabled Individuals Who Reside at Home
- Visiting Arrangements
- Churches

Lambrou, Jani, et al, *School to community transition.* Idaho State Department of Education, August, 1986.

Planning for Transition

Case Study 1

Tanya is an 18 year old quadriplegic who operates her motorized wheelchair with her one hand which works fairly well. She has had surgery that enables her to sit up straight, but she still has difficulty sitting for long periods of time. Her receptive language is excellent, but her expressive language is limited. She reads at a third grade level and can do simple adding and subtracting. She also has beginning level computer skills. She has had some experience working in an office environment and enjoyed it, but she hates doing repetitive tasks. She lives in a downstairs apartment in her parents' home in a rural area. Her parents are her care providers.

Planning for Transition

Case Study 2

Danny is a 15 year old boy with learning disabilities in the areas of reading, writing, spelling and math. He reads at the 8th grade level and he barely is passing a remedial math course in which he uses a calculator. His handwriting is very poor and his spelling is purely phonetic. Written assignments are very difficult for him and he rarely completes them on time. He has some difficulty following step by step written instructions, but his intuitive grasp of how to take mechanical objects apart and put them back together is highly developed. He is very verbal, sometimes inappropriately, and is known as the class clown. He has an outgoing personality, but his self-esteem is somewhat low and he is often defensive when subjected to normal peer teasing. He is short and has a slight build, but he is wiry and would rather run than walk or sit. He is a potential star on the track team and loves water-skiing and riding motorcycles. His parents own and operate a gas station.

Transition Planning

Summary

There are many components which contribute to a quality adult life. These need to be available to all persons, regardless of disabilities.

The California Department of Education defines Transition as "a purposeful, organized and outcome oriented process designed to help 'at risk' students move from school to employment and a quality adult life". The following federal and state legislative acts pertain to the successful transitioning of individuals with special needs.

Public Law 94-142: The Education for All Handicapped Children Act

Public Law 98-199: Amendments to the Education for All Handicapped Children Act

California Education Code, Part 30: Individualized Education Program (IEP), Vocational Component

Public Law 98-524: Carl D. Perkins Vocational Education Act

California Administration Code, Title 5, Section 3051.14, Specially Designed Vocational Education and Career Development

Public Law 97-300: Job Training Partnership Act (JTPA)

Parents, other family members and care providers of students with exceptional needs have the right and responsibility to participate in the transition process. Here are some suggestions for parental involvement in transition and how educators can facilitate that involvement.

- ensure that career education and vocational training are part of the IEP; encourage student and/or parent involvement in the IEP process
- provide opportunities for a son or daughter to learn responsibility over a period of time, to learn consistency and follow-through, and to become self-directed
- see to it that the curricula assure practice at home and in the community, of skills related to social behavior, grooming, handling of money, completion of chores and other activities that promote independence
- provide appropriate integration of handicapped students with nonhandicapped students; parents should visit and learn about the types of social interactions that occur at school and at work; in turn, parents should initiate social integration for their child in the community
- educate parents about employment alternatives that are available for their son or daughter in the local community and those that should be available
- show parents what they can do at home to promote the employability of their son or daughter
- make sure that the school makes efforts to provide job training in community-based sites
- provide parents with information about model employment projects and programs throughout the state and region
- orient families to community agencies, services and organizations, explaining responsibilities of each and how to access them
- provide parents with information about how employment will affect Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI)
- involve parents in the design and implementation of a written, formal transition plan for employment and community living during their child's secondary school years.

There are a variety of adult service providers within the local community. The availability of these services may vary from place to place. The funding patterns, eligibility criteria and application procedures can vary significantly according to geographical location and the individuals' needs.

Possible Local Resources

Special Education
Vocational Education
Adult Education
Community College
Regional Center
Department of Rehabilitation
Department of Mental Health
Employment Development Department
Social Security Administration
MediCal
Independent Living Centers
Department of Parks and Recreation
Private Agencies
Service Clubs
Advocacy Organizations
Legal Service Providers

Interagency collaboration is vital to the success of transition planning. It is also important to include transition components in the IEP process as early as possible.

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Evaluation

Your responses to the questions/statements below will assist us in improving this module. Please respond to all items. Your participation in this evaluation is completely *anonymous*. DO NOT place your name anywhere on this evaluation.

Based on a scale of 1 through 10, how much of the information presented was new to you?

_____ 1 is not much new; 10 all new.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. After this session, I can identify the terms and definitions related to transition.	1	2	3	4	5
2. Because of this session I am more familiar with the adult delivery system.	1	2	3	4	5
3. This session helped me to examine the roles and responsibilities of parents in transition planning.	1	2	3	4	5
4. As a result of this session, I am aware of the need for interagency collaboration in successful transition planning.	1	2	3	4	5
5. This session made me more aware of the need to include transition elements in the IEP process.	1	2	3	4	5
6. The material presented was sensitive to all cultural groups.	1	2	3	4	5
7. The material covered information which was appropriate to all handicapping conditions.	1	2	3	4	5
8. The material presented matched my needs.	1	2	3	4	5
9. I will use some of the information/resources that were introduced.	1	2	3	4	5
10. The instructors did a good job.	1	2	3	4	5

11. Specific suggestions to improve this module:

_____

_____

_____